

**Houston Independent School District
100 Texas Connections Academy
2021-2022 Campus Improvement Plan**



Value Statement

Texas Connections Academy will empower our learning community through powerful, educational opportunities so that all students will elevate to their highest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Connections Academy had a total enrollment of 7118 student during the 2020 - 2021 year as compared to 4229 students in the 2019-2020 school year. TCAH is a Title I school with 42% economically disadvantaged and a 46.7% mobility rate. Special Populations include 5.2% Special Education and 1.5% English Learners. The Race/Ethnicity breakdown is 12% African American; 29.6% Hispanic; 48.7% White; .6% American Indian; 4.1% Asian; .4% Pacific Islander; 4.6% two or more races.

Demographics Strengths

The demand for enrollment in TCAH is high. Eighty-nine percent of Texas Connections Academy @ Houston's families indicated that they are more satisfied with TCAH than they were with their previous school; 94% gave the school either an A or B grade on the annual parent satisfaction survey, and 96% said that they would recommend TCAH to a family who is not enrolled in the program.

TCAH celebrates several data points in 2021. TCAH is the most tenured Texas Online School in the state with an impressive 98% teacher retention rate of highly credentialed teachers. It is common for families to refer to TCAH as the future of schooling and for teaching applicants from top-performing school districts to seek employment with TCAH. About 50% of all certified staff have advanced degrees, including six with their doctorate. All TCAH teachers are certified for the subject they teach and are experts in the field of online teaching including the practice of iNACOL standards and the use of online accessibility tools and strategies. TCAH staff members have an average of 15 years of experience in education. The majority of the TCAH teachers work across the state in seven Regions (North Texas, East Texas, South Texas, Upper Gulf Coast Area, South Texas, Central Texas and West Texas/Panhandle) so that they can collaborate and facilitate face-to-face socials/meets & greets, field studies, college visits, academic camps, state testing, and tutoring.

In 2021-22, we expect that the TCAH school community will facilitate up to 200 activities across the seven Regions for TCAH students. Over the last ten years, TCAH has been the feature of approximately four dozen newspaper and magazine articles/features and more than half a dozen television news interviews with our students both academically and competitively in gymnastics and the entertainment industry. TCAH has been featured or mentioned in Chalkbeat, Education Week, the Texas Tribune, Texas Monthly, The Dallas Morning

News, the New York Times, and the Houston Chronicle. These articles capture the excitement of TCAH families.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: TCAH is committed to increasing the diversity represented in the faculty and staff as a representation of the students we serve in the regions we serve.

Root Cause: TCAH needs to be strategic about marketing, communication, and outreach equitably.

Student Learning

Student Learning Summary

Texas Connections Academy is significantly progressing in closing the gaps for students, while experiencing exponential growth. Student enrollment during the 2020-2021 school year was 7116 students as compared to 4229 students during the 2019-2020 school year.

In terms of student progress, TCAH students are demonstrating academic growth. In Math, 93% of students completed their math course satisfactorily, a 4% increase from the 2019-2020 school year. In ELA, 92% of students satisfactorily completed their courses as compared to 87% during the 2019-2020 school year. The 2020-2021 cohort is on track to graduate 76% of students as compared to 66% during the 2019-2021 school year. Students in our Advanced Placement programs have demonstrated growth in both the number of students taking the exams (356 students taking an AP test in 2021 as compared to 254 in 2020) and in the number of students achieving a score of a 4 or 5 on an exam (82 in 2021 as compared to 78 in 2020). Due to the global pandemic, most SAT and ACT tests were suspended and many colleges moved their college entrance exam requirements to test optional.

At the elementary level, 55% of 3rd grade Math students achieved approaches on the STAAR test, compared to 62% percent in the 2018-2019 school year. Additionally, 30% achieved a meets score, and 13% achieve mastery. In reading, 81% of our 3rd grade students achieved approached in the 2020-2021 school year, compared to 73% in the 2018-2019 school year. Comprehensively, 56% achieved meets and 33% met mastery demonstrating growth at all three levels in reading.

Student Learning Strengths

Students at TCAH demonstrated exponential growth on the STAAR and EOC assessments during a year that provided exceptional challenge. Over the past two years, the faculty at TCAH has laid the foundation for strong Professional Learning Communities. Our PLC are constantly analyzing application student data, calibrating assessment and feedback, and efficiently intervening quickly when students need additional help. Additionally, TCAH has implemented RTI round-tables, which were critical in the progress that was made over the last year.

Students demonstrated growth in the following areas:

Course

English I 84% Approaches (Increase of 7% from 18-19 School Year) 71% Meets (Increase of 7%) 17% Masters (Increase of 3%)
English II 85% Approaches (Increase of 8% from 18-19 School Year) 71% Meets (Increase of 9%) 14% Masters (Increase of 8%)
U.S.H. 97% Approaches (Increase of 1% from 18-19 School Year) 84% Meets (Increase of 5%) 58% Masters (Increase of 8%)

4th Grade

Math: 77% Approaches (Increase of 25% from 18-19 School Year) 45% Meets (Increase of 20%) 35% Masters (Increase of 24%)
Read: 85% Approaches (Increase of 8% from 18-19 School Year) 71% Meets (Increase of 9%) 14% Masters (Increase of 8%)

5th Grade

Reading: 82% Approaches (Increase of 1% from 18-19 School Year) 62% Meets (Increase of 6%) 40% Masters (Increase of 8%)

6th Grade

Math: 79% Approaches (Increase of 5% from 18-19 School Year) 44% Meets (Increase of 11%) 16% Masters (Increase of 5%)
Read: 85% Approaches (Increase of 7% from 18-19 School Year) 3% Meets (Increase of 9%) 32% Masters (Increase of 7%)

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The percentage of students reading at scoring at the Meets/Masters levels on STAAR / EOCs for 3rd through English II needs to increase by 3 percentage points annually between Spring 2021 until Spring 2022. The number of 3rd Grade students scoring at the Meets level needs to increase from 30% to 58% and the number of Algebra I students scoring at Meets needs to move from 25% to 35% achievement. **Root Cause:** Texas Connections Academy has had an unprecedented growth in the last two

years across the state of Texas. Our students have struggled in the traditional school environment, which causes gaps in learning. Additionally, with this growth, we have hired many new teachers that are developing their craft in the online environment.

School Processes & Programs

School Processes & Programs Summary

TCAH is committed to hiring the best teachers and staff. The administrative team began the process of visioning for TCAH during the summer. The process included the redevelopment and commitment to a shared vision and mission. Administrators are actively hiring new teachers and supporting current faculty and staff in alignment with this new vision and mission. Teachers kicked off the school year with beginning of the year activities that included time to connect with TCAH families through Welcome Calls, targeted and purposeful professional development, streamlining of division communication and meetings, and the gift of a book study entitled, *The Culture Code*. Leadership opportunities are part of our culture and decision-making as seen through the Master Teacher role, Department Chairs, Instructional Coordinators, PLC leadership, Lead4ward Champions, and Curriculum Directors.

Instructionally, TCAH and laid a strong foundation in the work of active PLCs. As this work continues this year, PLCs will be focused on actionable data analysis, mastery grading, and instructional strategies to support 504 and ELL learning groups. Professional development, dedicate time, and instructional reflection is embedded in our PLC work.

Additionally, TCAH has put together a comprehensive CCMR action plan to insure our students are prepared to pursue their dreams. Our CCMR goal is to have 52% of our students meet at least on of the CCMR outcomes by August of 2024. The plan includes strategies to train teachers and staff on the importance of the components of CCMR, utilization of a CCMR counselor, preparation and registration of students into the appropriate college entrance exams, parent and student communication, individual student progress monitoring, and guidance counselor lessons.

School Processes & Programs Strengths

Texas Connections Academy is committed to school improvement across each division. The school leadership team meets weekly, the SIT meets bi-weekly, division leadership meets weekly, PLCs have dedicated time weekly to meet, and PLC Leads meet monthly. Each of these meetings is focused on school improvement and appropriate teacher and student support to ensure student progress. Texas Connections Academy has dedicated RTI Round-tables in order to provide high-impact structured supports to students in need.

Additionally, TCAH has dedicated time each week for dedicated professional development for each staff member.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career Readiness component of the Texas accountability system shall increase to 67% by Spring 2022. **Root Cause:** TCAH has limited access to most of the CCMR outcomes. Of the 9 possible indicators, TCAH has access to 3 indicators (SAT or ACT/AP/TSI/dual credit course completion).

Perceptions

Perceptions Summary

Over the past summer, TCAH embarked on re-visioning the Vision, Mission, and Values our school. The exciting result of this work is as follows:

Vision: Texas Connections Academy will be an A+ School

Mission: Everyone at Texas Connections Academy will be highly successful in our personalized learning environment as they pursue their dreams.

Value Statement: TCAH exists to empower our learning community through powerful, educational opportunities so that all students will elevate to their highest potential.

These statements are embedded in ALL of the work that we do at Texas Connections Academy.

Perceptions Strengths

The power of our vision, mission, and goals statement is that they were developed by voices across our organization. They are concise, exciting, and push every member of Team TCAH to work together to achieve our Vision. Additionally, throughout this year each member of Team TCAH will be encouraged to see themselves and their work in through our vision, mission, and values.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: In the past, the faculty and staff simply accepted the vision, mission, and goals, but did not see themselves as part of them. As we have collaboratively developed a mission, vision, and values statement, we are now ready to embed them in all of the work that we do at TCAH. **Root Cause:** The mission, vision, and values statement was simply handed down from year-to-year without collaboration, renewal, or review. As we have not revised each of these statements, we must work to renew TCAH faculty and staff's commitment to the mission, vision, and value statement.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates

- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of 3rd grade students, who are below grade level for reading, will receive targeted small group instruction. Evaluation Data Sources: Renaissance 360 Individual Oral Reading Screenings Reading Plus HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implementation of Reading Plus with fidelity to targeted, instructional, small groups.

Strategy's Expected Result/Impact: Reading Plus will help improve Reading Levels for 3rd grade students.

Staff Responsible for Monitoring: Lorin Watkins and Jana Andrews

- Action Steps:**
1. Create Implementation Plan
 2. Teach students and caretakers understand how to use the program.
 3. Progress monitor use and data within Reading Plus
 4. Provide PLC data analysis for actionable steps based on progress monitoring data.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of English and Math PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group re-teaching opportunities and reassessment needs. Evaluation Data Sources: PLC Data Analysis	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Formative Assessment / Exit Ticket Data Analysis

Strategy's Expected Result/Impact: Allow for re-teaching/re-learning opportunities in order address gaps in learning immediately.

Staff Responsible for Monitoring: PLC Leads

- Action Steps:**
1. PLC Instructional Support

- 2. Implementation of Exit Tickets
- 3. Data Analysis
- 4. Progress Monitoring

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100 % of Campus leadership will be trained to use the TCAH Instructional Observation tool to provide feedback that evaluates alignment between lesson objective, activities, standards, scope and sequence, and expected level of rigor. Evaluation Data Sources: Instruction Observation Tool Analysis	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: TCAH will train, implement and analyze teacher instructional alignment with fidelity and across the learning community.

Strategy's Expected Result/Impact: Increased alignment will lead to increase student success in mastering the TEKS.

Staff Responsible for Monitoring: Curriculum Directors and Master Teachers

- Action Steps:**
- 1. Train Supervisors/ Leaders/ Teachers on the use of the Instructional Observation Tool.
 - 2. Observe Teachers
 - 3. Analyze results
 - 3. Provide feedback
 - 4. Progress monitor and reflect on instructional needs and professional development

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of TCAH students who are not on track with 3rd grade Math expectations will receive targeted instruction Evaluation Data Sources: Renaissance 360 Screener HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Using strategic interventions, the Math team will target gap areas using Imagine Math.

Strategy's Expected Result/Impact: This strategy will help fill gaps in learning for 3rd Grade Math students.

Staff Responsible for Monitoring: Ben Chaplin / John McKittrick / Allison Stone / Cecilia Morris

- Action Steps:**
1. Complete Universal Screenings (Ren360) for all 3rd Graders
 2. Data Analysis / Assign students who score below grade level on the screener to targeted, small group instruction with Elementary Math Interventionist.
 3. Analyze individual, student data to provide reteach/relearn opportunities throughout the school year.
 4. Provide data analysis based on student progress to PLCs.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Campus Instructional leaders will meet after each relevant assessment period to disaggregate and review math data in order to make data informed decisions. Evaluation Data Sources: Math interim assessments, Ren 360 data, Imagine Math Data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The School Leadership Team and Division Leadership will meet weekly to discuss Math data and student progress in order to make campus-wide decisions that support student growth in Math.

Strategy's Expected Result/Impact: Targeted growth in Math that is aligned across the campus 3rd grade -12th grade.

Staff Responsible for Monitoring: Ben Chaplin
Candice Ayala

- Action Steps:**
1. Math Data Analysis will be added to the SLT agenda
 2. Progress Monitor and Action Steps will come from this data reflection

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of English and Math PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group re-teaching opportunities and reassessment of needs in Math. Evaluation Data Sources: Formative Assessment analysis and Exit Tickets	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Formative Assessment / Exit Ticket Data Analysis

Strategy's Expected Result/Impact: Allow for re-teaching/re-learning opportunities in order address gaps in learning immediately.

Staff Responsible for Monitoring: PLC Leads

- Action Steps:**
1. PLC Instructional Support
 2. Implementation of Exit Tickets
 3. Data Analysis
 4. Progress Monitoring

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percent of College Career Military Readiness (CCMR) students that meet the threshold for CCMR Outcomes Bonus for college readiness will increase annually by at least 5 percentage points from 32% to 52% by August 2024. Evaluation Data Sources: TCAH CCMR Progress Monitoring Tracker	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Train teachers, mentors, and staff on CCMR criteria and their embedded role in helping students accomplish their CCMR goals.

Strategy's Expected Result/Impact: This strategy will help increase the ability of teachers and staff to support students in their CCMR goals.

Staff Responsible for Monitoring: KT Trimbur, Jessica Patten, Candice Ayala

Action Steps: 1. Streamline Communication 2. Embed in Department Chair Communication 3. Assign CCMR Mentors 4. Intentionally track CCMR indicators individually, by mentor, and within each strand.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy - Targeted Support Strategy**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: TCAH will increase the number of students enrolled in the College Bridge Course by 30%. Evaluation Data Sources: College Bridge completion	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Target, recruit, and enroll students in the College Bridge Course.

Strategy's Expected Result/Impact: Students who complete the College Bridge Course in Math and ELA are more prepared for college and will demonstrate college, career readiness.

Staff Responsible for Monitoring: KT Trimbur, Lindsey Linard, Jessica Patten, Candice Ayala

Action Steps: 1. Target Juniors and Seniors in need of TSI / CCR
 2. Create a communication Plan
 3. Enroll Students
 4. Progress Monitor
 5. Celebrate Successful completion of the course

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: TCAH will increase the number of students taking and passing the TSI by 5%. Evaluation Data Sources: TSI passing rates	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Junior and Senior teachers will have a greater understanding of the skills required for students to pass the TSI assessment.

Strategy's Expected Result/Impact: Improve students college/career readiness skills.

Staff Responsible for Monitoring: T Trimbur, Lindsey Linard, Jessica Patten, Candice Ayala

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 80% of students supported through Special Education will participate in the Ren360 assessment, BOY/MOY/EOY. Evaluation Data Sources: Ren360	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The Special Education Teachers will manage REN360 participation in the aggregate and individually.

Strategy's Expected Result/Impact: We expect that by increasing participation in Ren360, teachers will have greater understanding of necessary interventions to increase reading comprehension and in order access higher learning levels.

Staff Responsible for Monitoring: Angela Vinson

- Action Steps:**
1. Assess Ren360 participation
 2. Reach out to individual students who have not participate
 3. Ensure that students and learning coaches understand the process and importance of Ren360 Assessments
 4. Provide data analysis and progress monitoring to Special Education Coordinators and individual PLCs.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Beginning with the school year 2021-2021, 80% of the students supported through Special Education will successfully complete their Reading/Language Arts course within the year that they first enrolled in that course. Evaluation Data Sources: Reading / Language Arts Course Completion Data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The Special Education teachers will progress monitor the students at a minimum of each 3 weeks

Strategy's Expected Result/Impact: We expect the students to work directly with their special education teacher and/or other interventionist to receive targeted instructional support in the area of Reading/Language Arts.

Staff Responsible for Monitoring: Angela Vinson, Stephanie Stafford-Cole

- Action Steps:**
1. Special Education teachers will contact individual students that have a score of below 70 in their English class to require the student to work directly with that Special Education teacher
 2. Provide strategies to progress through the curriculum
 3. Provide support and/or instruction on specific TEKS

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Beginning with the school year 2021-2021, 80% of the students supported through Special Education will successfully complete English 1 and English II within two years of entering high school. Evaluation Data Sources: Course Completion Data Analysis	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: The Special Education teachers will progress monitor the students at a minimum of each 3 weeks

Strategy's Expected Result/Impact: We expect the students to work directly with their special education teacher and/or other interventionist to receive targeted instructional support in the area of English I or English II.

Staff Responsible for Monitoring: Angela Vinson, Stephanie Stafford-Cole

- Action Steps:**
1. Special Education teachers will contact individual students that have a score of below 70 in their English class to require the student to work directly with that Special Education teacher
 2. Provide strategies to progress through the curriculum
 3. Provide support and/or instruction on specific TEKS

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students will engage in course work in all subjects (Ryan and Mechelle) Evaluation Data Sources: Gradebooks / Transcripts	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Data will be used to identify and target failing students with specific skill deficits or under-engaged students with specific skill deficits

Strategy's Expected Result/Impact: TCAH will improve student outcomes for promotion and eligibility for graduation.

Staff Responsible for Monitoring: Ben Chaplin / Candice Ayala

- Action Steps:**
1. Students who are in alarm for participation, performance, and/or contacts will be placed on an Escalation Action Plan.
 2. Interventions, multi-tiered support, and/or behavior plan will be required supports for failing students.
 3. Students who have failed semester courses will receive strategic scheduling / placement in the E3 Elevate program in order to graduate on-time.
 4. Enforce 5 days for required start-up tasks.

TEA Priorities: Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: TCAH will implement a consistent academic integrity initiative in order to prevent plagiarism and ensure students are achieving academic success with fidelity. Evaluation Data Sources: TCAH Academic Integrity Data View.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: TCAH will create a new academic integrity data view that includes teacher actionables and student actionables for when issues involving academic integrity arise.

Strategy's Expected Result/Impact: This strategy is expected to ensure that students are completing their own work to the best of their ability in order to ensure academic success.

Staff Responsible for Monitoring: Jana Andrews

- Action Steps:**
1. Review, Review, and train teachers and staff regarding the Academic Integrity process, data view, action steps, and consequences.
 2. Communication with all stakeholders the importance of Academic Integrity and possible consequences to violations.
 3. Implement the Academic Integrity process with fidelity.
 4. Analyze data for actionable steps based on progress monitoring.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of TCAH activities will have clear expectations for face-to-face student behaviors, which will be communicated clearly to students, parents, caretakers, and learning coaches prior to face-to-face interactions and/or events. Evaluation Data Sources: Discipline IAs	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Strategy 1: TCAH Parent Engagement Specialist & SLT will craft expectations for each face-to-face event and include it in webmails to students and caretakers.

Strategy's Expected Result/Impact: This strategy will ensure that clear expectations are set for students prior to face-to-face interactions.

Staff Responsible for Monitoring: Assistant Principals
Angela Daniels

Action Steps: 1. SLT will craft a guiding document for face-to-face expectations

2. Angela Daniels will ensure that this information is sent out prior to each face-to-face meeting.

Title I Schoolwide Elements: 2.4, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Ensure that 100% of TCAH staff complete required training and ensure that 100% of students and learning coaches complete orientations, which includes information regarding access to health and safety resources. Evaluation Data Sources: Sectioning Course Training Report Data-Views	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Ensure that 100% of staff completes required state and local training.

Strategy's Expected Result/Impact: This strategy will ensure that staff understand the resources available and have received proper violence prevention training.

Action Steps: Staff will receive training in (1) bully prevention; (2) Child abuse prevention and reporting; (3) Discipline Management; (4) Drug, Tobacco, and Alcohol prevention; (5) Mental health and Child Welfare processes(SEL); (6) Suicide Prevention; (7) Positive Behavior Intervention; (8) Trauma Informed Care; and (9) Managing Seizures

TEA Priorities: Recruit, support, retain teachers and principals

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 80% of students supported through Special Education will participate in the Ren360 assessment, BOY/MOY/EOY. Evaluation Data Sources: Ren 3360	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: The Special Education Teachers will manage REN360 participation in the aggregate and individually.

Strategy's Expected Result/Impact: We expect that by increasing participation in Ren360, teachers will have greater understanding of necessary interventions to increase reading comprehension and in order access higher learning levels.

Staff Responsible for Monitoring: Angela Vinson and SPED coordinators

- Action Steps:**
1. Assess Ren360 participation
 2. Reach out to individual students who have not participate
 3. Ensure that students and learning coaches understand the process and importance of Ren360 Assessments
 4. Provide data analysis and progress monitoring to Special Education Coordinators and individual PLCs.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: TCAH will improve the learning outcomes for the following special populations: African Americans and ELs by 10% in the 2021-2022 school year in both ELA and Math across grades 3-12 as measured by STAAR, EOC, and the preparedness indicator data. Evaluation Data Sources: STAAR, EOC, CCMR indicators, Formative Assessments throughout the year	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 1: TCAH will provide targeted professional development to ensure that teachers have the tools they need to support English Learners and their needs.

Strategy's Expected Result/Impact: Professional Development will improve the learning outcomes for our English Learners.

Staff Responsible for Monitoring: Kanisha Porter/ Candice Ayala / Ben Chaplin

- Action Steps:**
1. Reach out to instructional leadership resources(HISD Multilingual, Regional Offices, Solution Tree) for teacher professional development opportunities
 2. Provide teachers with multiple professional development sessions.
 3. Look for strategies and exemplar teaching for modeling and future development.
 4. Progress monitoring around student outcomes and data analysis.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Strategy 2: EL Coordinators will provide opportunities for students to authentically practice language acquisition strategies in all four domains: listening, speaking, reading, writing.

Strategy's Expected Result/Impact: This strategy will improve student progress on the TELPAS.

Staff Responsible for Monitoring: Kanisha Porter, Candice Ayala/ Ben Chaplin

- Action Steps:**
1. Strategize with EL Coordinators
 2. Create a detailed plan / lessons to provide students monthly opportunities to practice listening and speaking.
 3. Monitor student progress based on the Proficiency Level Descriptors.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the percentage of parents awarding TCAH an A or B on the Parent Satisfaction Survey when responding to, "My child's attitude toward learning has improved with TCAH," by 3.4 percentage points, from 79.6% to 83.0% in 2021. Evaluation Data Sources: Parent Satisfaction Survey	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 100% of TCAH students will have a Learning Coach and the Learning Coach is provided with resources to positively support their students

Strategy's Expected Result/Impact: Student engagement improves when a learning coach is an active partner in the curriculum.

Staff Responsible for Monitoring: Brita Lindsey, Amanda Viola, Ben Chaplin, and Candice Ayala

- Action Steps:**
1. Require the Learning Coach designation as part of the enrollment process.
 2. Communicate the Role of Learning Coach and available resources throughout the school year.
 3. CT / LC engagement in Parent University sessions.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Provide 100% of Title I Notifications Evaluation Data Sources: Title I Data View / Webmails	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Strategy 1: WebMail key information through a Parent and Family Engagement WebMail box

Strategy's Expected Result/Impact: Ensure parents understand Title I and the resources available.

Staff Responsible for Monitoring: Parent Engagement Team

- Action Steps:**
1. Send Title I Notifications
 2. Monitor Message Read Receipts
 3. Post notifications in the following locations: message boards, Parent Dashboard, TCAH website

Title I Schoolwide Elements: 3.1 - **TEA Priorities:** Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</p> <p>Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<p>Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<p>Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<p>Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100 of TCAH students and caretakers will be provided educational information regarding fitness, healthy nutrition, and physical education. Evaluation Data Sources: Communication: Timeline and Content	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Parent Engagement Team will disseminate quarterly information to students and caretakers regarding topics of need.

Strategy's Expected Result/Impact: Students and families will be more aware of how healthy choices impact student success as well as the variety of resources offered by Texas Connections Academy.

Staff Responsible for Monitoring: Angela Daniels
 KT Trimbur
 CIS

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Board Goal 5: Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 100 Texas Connections Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The State Compensatory Education Funding is used to support and provide academic interventions and resources for students that are at risk of not being successful in the learning environment. SCE funding is also used to provide appropriate resources, training and development focused on the at-risk student and the optimization of their learning experience.

Personnel for 100 Texas Connections Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Stevens	Intervention Specialist	0
Deborah Carruthers	Secondary Teachers	0
Diana Case	Intervention Specialist	0
Dylan Miller	Secondary Teacher	0
Franciso Galindo	Intervention Specialist	0
Jennifer Neel	Secondary Teacher	0
Jessica Patton	Secondary Teacher	0
Jo Lines	Secondary Teacher	0
Melissa Adams	Secondary Teacher	0
Melissa Di Paolo Golightly	Intervention Specialist	0
Millie Cowart	MS Strand A teacher	0
Paul Hubbard Jr.	Secondary Teacher	0
Susan Kulhanek	MS Strand A teacher	0
Suzanne Ramirez	MS Strand A Teacher	0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

There are improvement needs in growing students' academic achievement with STAAR assessments. Student's academic ability and formative data points should align with the outcomes of STAAR. At this time, we see there is room for achievement growth, with a significant focus on the READING areas. Also, ensuring that measures are in place to support At-Risk students academically with their first instruction and intervention needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Brita Lindsey- Director

Amanda Viola-Lead Principal

Ben Chaplin-Principal

Candice Ayala-Principal

Vernitra Shivers-Special Programs Administrator

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

1. Effective Schools Framework
2. Universal Screening and progress monitoring
3. Smaller Learning Communities
4. Use of GT strategies for meeting needs of ELARstudents/improving AP

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

100 Texas Connections Academy
Generated by Plan4Learning.com

Parent Meetings including Parent University and Pearson Online Classroom Message Boards

The SIP was made available to parents by:

Web Mailed to Parents and Published on Message Boards

Website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- TLAC(Teach Like A Champion) strategies
- EL (Sheltered Instruction Observation Protocol) strategies
- HISD suggested RTI strategies for Tier 2 and Tier 3 students

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Academic Help Room
- Tutoring
- Intervention
- Instructional Technology Tools(Reading Plus-Imagine Math-Imagine Literacy)

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Weekly PD opportunities and Identified time for teachers to attend PLC and PD
- Proficient Tier 1 explicit instruction taking place in all content areas: Observation Protocols and Tools provided consistently to teachers and instructional leaders
- Small Group Instruction based on student data needs: RTI intervention provided by the teachers weekly for students that show deficiency with specific standards

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Brita Lindsey- School Director
- Parent Engagement Rep- Angela Daniels

The PFE was distributed

- On the campus website
- Web Mails
- Message Boards

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- -TCAH Parent Engagement Staff
- TCAH Parent University
- Meet the Teacher
- Open House
- BOY and EOY Socials
- Learning Coach role
- Newsletter

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Sept 13, 2021- Fall Annual Title I Meeting
- Sept 14, 2021- Fall Annual Title I Meeting alternate day
- November 16, 2021- Fall Parent Meeting
- November 18, 2021- Fall Parent Meeting alternate day
- February 22, 2021- Spring Parent Meeting
- February 25, 2021- Spring Parent Meeting alternate day
- April 18, 2021-Annual Spring Parent Meeting
- April 21, 2021-Annual Spring Parent Meeting alternate day

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandro Quezada	Parent Engagement Representative		
Angela Daniels	Parent Engagement Representative		
Cathy Berryhill	Interventionist		
Dawn Taylor	Interventionist		
Emmalea Salley	Interventionist		
Juan Pineda	Parent Engagement Representative		
Lacy Hale	Interventionist		
Linda King	Graduation Coach		
Lisa Laster	Interventionist		
Lizzeth Medina	Graduation Coach		
Lori Puckett	CCMR Counselor		
Mike Rybak	Interventionist		

Campus Shared Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Stephanie Johnson	Elementary Teacher
Classroom Teacher	Celia Morris	Elementary Teacher
Classroom Teacher	Stacy Hayes	Elementary Teacher
Classroom Teacher	Jarrold Bass	Secondary Teacher
Classroom Teacher	Khali Bittle	Secondary Teacher
Non-classroom Professional	Kathleen Coussens-Flores	Advisory Teachers
Classroom Teacher	Kristy Dunn	Secondary Teacher
Classroom Teacher	Chuck Tracy	Secondary Teacher
Administrator	Jana Andrews	High School Assistant Principal
Non-classroom Professional	Laura Jordan	Guidance Counselor
Administrator	Lorin Watkins	Middle School Assistant Principal
Classroom Teacher	Amanda Averitt	Special Education Teacher
Paraprofessional	Rene Edwards	School Executive Assistant

School Support Team

Committee Role	Name	Position
Administrator	Ben Chaplin	3rd-8th Grade Principal
Administrator	Amanda Viola	Lead Principal
Administrator	Brita Lindsey	School Leader
Administrator	Candice Ayala	9th - 12th Grade Principal